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A 1-year course for student teachers seeking certification for the nursery through the sixth grade is outlined in this document. The content of the course is divided into four areas: (1) directed observation (what can be learned from observation of the classroom; (2) learning and teaching of an individual child (how we know the individual child); (3) the curriculum of grades three through six (how curriculum can be made more relevant to student concerns); and (4) classroom teaching and learning procedures (how to structure and organize the class). The course would be conducted predominantly as a discussion group, although suggestions are made for guest lecturers, multimedia presentations, and student feedback. An extensive list of readings covering course content is included as part of the curriculum guide. Appendixes include an extensive bibliography, directions for what student teachers should observe, and a delineation of reading skills children should have at different grade levels. (JS)

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FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
New York, N.Y.

LEARNING AND TEACHING
Grades N-9
(Emphasis on Middle Grades)

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LEARNING AND TEACHING IN THE PRIMARY AND INTERMEDIATE GRADES

I. Introduction

The curriculum at the School of Education, consisting of educational psychology, principles and problems of education, school curriculum and methodology, should be a multi-disciplined one. Using directed observation by the apprentice teacher as the take-off point for greater understanding of the theories underlying the teacher-learning process and their application in the classroom, the curriculum should meld observation, theory and practice into a single frame.

Also, the experiences gained by the apprentice teacher in her observations and practice teaching should become an integral part of the course work at the university. For example, methods of teaching a particular subject, i.e., mathematics, can be discussed prior and subsequent to the actual teaching of the lesson by the supervising teacher and the apprentice, by the cooperating teacher and the apprentice, by all three jointly, and by a subject area specialist as part of the university course work. The necessary ingredient in this combination is that of the subject area specialist. He must be available if the apprentice teacher is to become competent in all subject areas.

The apprentice teacher should be assigned to the public school the same day that new teachers report to school. In New York City, this would be the Wednesday preceding the opening of school. Her day should begin at 8:40 a.m. rather than at 9:00 a.m. because it is important that she observe how a teacher organizes a class for administrative purposes and sets routines on the very first day of school. Quite often, it is the lack of being able to cope with these "household chores" - seating of pupils, going to the wardrobes, entrances, dismissals, snacks - that causes upset and leads to failure for the new teacher. Another reason that the apprentice assignment should parallel that of the regular teacher is that New York City schools and most schools in the metropolitan area are organized on an annual basis. If the apprentice teacher is not afforded the opportunity to observe the processes and procedures of class administration at the beginning of the school year, she will never have the opportunity to do so because by the following September the apprentice teacher will be a regular teacher and will be responsible for her own class.

Also, by reporting to the public school prior to the opening of school, the apprentice teacher has an opportunity to familiarize herself with modes of travel from her home to the school, length of time of travel, location of school, etc., in an unhurried and relaxed atmosphere. On Thursday or Friday, she may be invited to attend the "general conference", become acquainted with the building and the location of various special rooms and offices, learn how to sign in and out when reporting and leaving. In addition, she can familiarize herself with school routines, and get to meet her cooperating teacher if she hasn't met her before. To put it succinctly, the apprentice teacher will learn what a new teacher does by doing what a new teacher does.

If the school conducts an orientation session for new teachers, it should be possible to make arrangements for the apprentice teacher to be invited to sit in as an observer. This necessitates two separate actions on the part of the university. One is to assign the supervising teacher to meet with the apprentice teacher prior to the day the latter reports to the public school. This can be done after the end of the junior year, or it can be done prior to the day the apprentice teacher reports to the public school. In effect, the supervising teacher will begin her assignment two to three weeks prior to the scheduled opening of the university's academic year. The second is to make the necessary prior arrangements with the principal of the school so that he will treat the apprentice teacher as a newly appointed teacher during the orientation period.

During the first stages of her assignment the apprentice teacher should spend most of her time in the public school in directed observation of the cooperating teacher and in performing non-teaching tasks. These tasks may include taking the attendance, filling out absentee post cards and truant slips, preparation of bulletin board, marking tests papers, operating audio-visual equipment, etc. After six to eight weeks of observation, the apprentice teacher, concurrent with further observation, should be assigned to work with one pupil for an hour a day, then with a group of four to five pupils, and finally during the second semester with the entire class.

An example of how a directed observation activity can be correlated with seminar work follows:

If the observable class behavior was "the grouping of children for instruction (reading)", then seminar work would be led to a discussion (plus appropriate readings) of -

a. Why group for instruction? (ed. psych.)
b. Heterogeneous versus homogeneous grouping (principles of education, ed. psych).
c. What instruments does a teacher use in order to form the groups? (tests, and measurements, cumulative record card, behavior record)
d. Size of groups - class management
e. Unit to be covered? (curriculum)
f. When does regrouping take place? (unit covered - curriculum, evaluation, testing, teacher made tests, standardized tests)
g. Procedures and techniques in directing the learning situation (methodology)
h. Inter-personal relationships -pupil-pupil, pupil-teacher, - social environment of group.
i. Et cetera

It is fairly obvious that the work to be covered in this one unit crosses the four disciplines and if it is desired not to compartmentalize the disciplines, then the teacher-trainer must be well versed in all four disciplines. However, because it is unlikely that a sufficient number of instructors, if any, can be found who possess the necessary qualifications, it is recommended that the four instructors who normally would be assigned to conduct classes in their own discipline be assigned as a team to a group of students. The students will be able to see, and be cognizant of the relationships between the different disciplines - how an application of theory learned from educational psychology determines the teaching methodology and is based on a new procedure in teaching; i.e., team teaching. At the same time, the instructors, who are aware of new approaches in teaching, will have an opportunity to engage in this new approach and have a better understanding of its strengths and weaknesses. In order to increase the chances of success of a team-teaching program at the university level, the university must allow time for scheduled meetings of the teams which should include the supervising teacher, and if feasible, the cooperating teacher. Also, during the time that the apprentice teacher is working with small groups, it is recommended that she engage in "micro-teaching." By micro-teaching we mean teaching a small unit to a small group of pupils for a small unit of time; i.e., ten minutes. The lesson should be video taped and the apprentice teacher and the supervising teacher should view and analyze the teacher's performance. After suggestion for improvement has been made and agreed upon, the apprentice teacher should re-write the lesson and teach it to a new group of children. Again, discussion should follow the lesson.

The assignment of the apprentice teacher with intermediate grades should be as follows:

1. For the first eight weeks, she should be assigned to the intermediate grades.
2. For the second eight weeks, she should be assigned to the primary grades.
3. For the remainder of the school year, she should be assigned to the intermediate grades.

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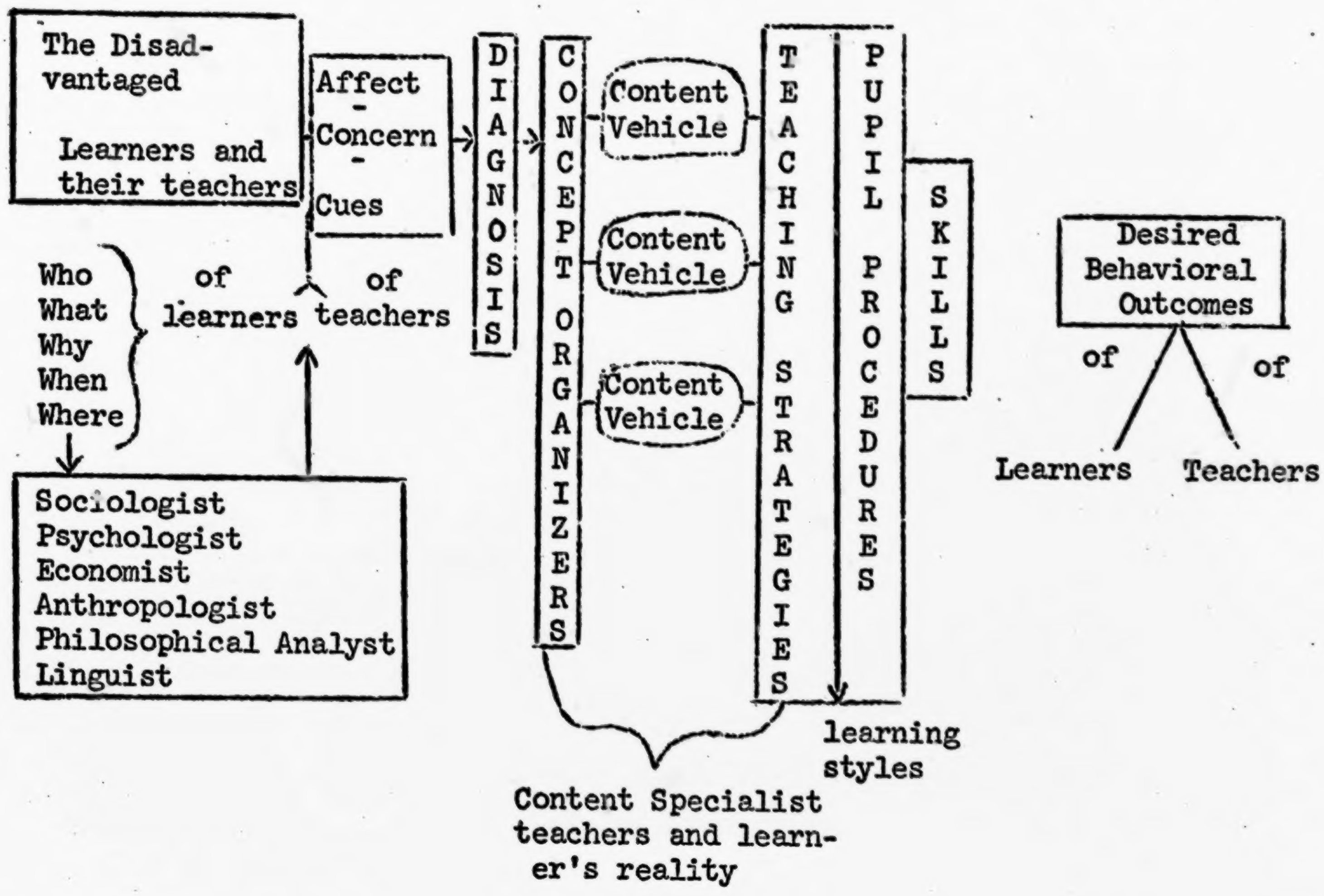
II. MODEL FOR ORGANIZING INPUT IN TEACHING AND LEARNING

(an interpretation of a model conceived by Gerald Weinstein, consultant, Fund for the Advancement of Education).


The Disadvantaged
Learners and their teachers
Affect - Concern - Cues
Who What Why When Where
of learners
of teachers
Sociologist
Psychologist
Economist
Anthropologist
Philosophical Analyst
Linguist
DIAGNOSIS
CONCEPT ORGANIZERS
Content Vehicle
Content Vehicle
Content Vehicle
TEACHING STRATEGIES
PUPIL PROCEDURES
SKILLS
learning styles
Content Specialist teachers and learner's reality
Desired Behavioral Outcomes
of
of
Learners
Teachers

The model indicates:

1. What we need to know about
   a. the learner
   b. the teacher
   c. the content organizers and content vehicles
   d. teaching strategies
   e. learning styles (pupil procedures)
   f. learned skills, unlearned skills and new skills needed by both teachers and learners.

2. For desired behavioral outcomes of both teachers and learners in terms of
   a. cognitive development
   b. affect development

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We train teachers to know both themselves and learners; to plan curriculum bases on the reality of these new insights; to achieve desired outcomes in themselves as well as their learners.

III. OVERVIEW OF THE COURSE

This course is designed as a one-year course for students planning to complete certification requirements for the license N-6. All students will meet jointly four hours per week, and in special sessions devoted concerns of those planning to teach in grades N-2, and 3-6 also meeting four hours per week.

This course is oriented around problems and issues in teaching and learning. It deals with the problems which confront the apprentice teacher as he moves toward an increasingly active and responsible role as a teacher. Problems are examined both from the point of view of principles of developmental and learning psychology, and the practical application of these principles in terms of specific techniques of teaching and classroom management and practice.

The management of the course involves a team approach. The team should consist of an educational psychologist, grade level and subject matter specialists, cooperating teachers and the supervisor of the internship program. If possible, the college instructors of the course on Children and Youths in Urban Schools, and in Teaching and Learning in the Primary grades (N-2) should exchange visits with the persons responsible for this proposed course. This will effect a truly inter-disciplinary approach to the training of teachers, and will allow for a climate of interaction between staff and teacher-in-training. (Note reference to feedback sessions below)

The course will be conducted predominantly as a discussion course, with students using examples of their own experiences in observation and internship to complement the theoretical presentation of each problem area. Opportunities for lectures, multi-media presentations, guest panelists and guest lecturers are provided in the 4-hour joint sessions. At least one hour per week should be devoted to feedback sessions based on student reaction to the teaching and learning experiences, and staff reaction to the students in the program.

The syllabus will be divided into three sections: Content - which will outline the specific problems and issues or principles to be explored; Activities - which will suggest the related practical experiences that should accompany the theoretical investigations; Readings - which will suggest required reading for students, suggested references for faculty and several appendices to support the outline of the content.

IV. CONTENT

A. Directed Observation: What can be learned from the observation of the N-6 classroom? (see Appendix I)

A.1 The Physical Setting:
The specifics under this heading are spelled out in Appendix I. They should be preceded by a walk through the neighborhood, the outer school area and the school building itself (that is, the offices, the library, special service areas, lunchroom, etc.). The specific classroom visits should allow for observation of a variety of settings (see activities). Caution: Observations should be planned in advance and in cooperation with the school (administrators and specific teachers) to be observed.

A.2 The behavioral setting

a. How do we observe verbal behavior?
  1. Differentiate between teacher talk and pupil talk.
    a. What percentage of the time is the teacher talking?
    b. What percentage of the time are pupils speaking?
  2. What is the content of speech?
    a. Is it primarily task-oriented? Is there any expression of feeling? By teacher? By pupil?
    b. How much time is spent on problems of orientation, of evaluation, of direction, and of control? (Bales Interaction Process Analysis Categories)
    c. How much time is spent in negative emotional expression, such as disagreement, withdrawing statements?
    d. How much time is spent in positive emotional expression? In expressing solidarity, in releasing tension, in joking, and in agreeing statements?
  3. What is the sequential nature of the speech patterns?
    a. Does it move over time from problems of orientation, to task solution to emotional solidarity? Or does it remain stuck in either asking for or giving information, etc.?
  4. To what extent is the talk teacher-initiated, teacher responding to pupil talk, pupil-initiated, and pupil responding to teacher-initiated talk?
    a. If the talk is teacher-initiated, is it direct or indirect influence on the students?

- b. Does the teacher primarily lecture, or does she elicit comment from students?
- c. Does she respond positively or negatively to pupil initiated speech?

5. What seem to be the effects on pupil's verbal behavior of different teachers' verbal strategies?
6. Class discussion demands teacher skill in:
    - a. making immediate decisions
    - b. diagnosing class
    - c. formulating questions while keeping control of management of class
7. Kinds of discussion
    - a. free discussion - demands initial focus
    - b. semi-controlled - exchange of information
    - c. controlled - demands a planned sequence of questions to develop ideas and cognitive skills, and leads to problem solving.

b. How do we observe non-verbal behavior?

1. The less socially conforming aspects of behavior are often revealed through the observation of non-verbal behavior.
    - a. What do the postural cues of students in the class tell you about their attitudes in the class. Are they sitting erect and alert, or are a number slouching or expressing disinterest in their posture?
    - b. Gestural language is an important form of expression for various ethnic groups, particularly Italian and Jewish. Are the children expressing something different about their attitudes or emotions in the gestures that they use than in their speech? Are they congruent? What gestures do Negro children use? How does, for example, their occasional musical drumming on the table with their fingers reflect attentiveness or lack of it?
2. The teacher's gestures and movements reveal both herself and her attitudes toward teaching and students.
    - a. Are her gestures in keeping with her language? Is she conveying one message with her words and another with her body? Or are they consonant?
3. Methods of accretion and erosion permit the effects of variables on behavior to be observed without disturbing the participants. These methods include

such things as noting the extent to which chairs have been moved by students from their original placement, after they leave a class, to get at the nature of social interaction. Counting the number of cigarette butts left by parents after controversial vs. non-controversial teacher's meetings, is another accretion method. Erosion deals with the extent to which physical objects such as floors, etc. are differentially worn away or not. For example, do any of the students really pause before exhibits in the hall, and actually see them?

4. Observing patterns of social choice through non-verbal behavior can reveal a great deal about the attitudes of students toward each other. Do the Negro students enter and leave the room alone, or with white children? Who sits near whom when given the choice, etc.?

c. What conclusions may be drawn from these observations?

1. What are observables? These are the verbal and non-verbal behaviors which can actually be seen, on which one can get consensual validation - these are available to all. Students should be careful that when observing behavior they do not use categories to classify the behavior which involve inference about non-observables. For example, a behavior which is observed might be "a child running". Calling the running behavior either "he is being pursued" or "he is fleeing from" or "he is pursuing" is no longer a behavioral description. The best way to report observables is to talk about the "what" of what is happening and avoid the "why" of what is happening.

   It was this lack of distinction between observed behavior and inference from it that led teachers to characterize the poor academic achievement of deprived pupils as being the result of their "stupidity". It is extremely important that students be asked to differentiate in their observations between observations and inference about their observations.

2. Inference - what are they, and when are they justifiable? All inferences are assumptions made on the basis of evidence. They are not observable. They are statements made often about inner processes in individuals, and usually they imply cause. For example, "He is an anxious child" is an inference. "He did it because he was jealous" is another inference. "It is not that he can't do the work, but that he doesn't want to do the work" is a common inference made by teachers.

a. Because inferences are assumptions they are always changing. It is important that no inference be reified, i.e., thought to have actual existence.

b. It is usually best to base inferences about inner processes on more than one type of response. For example, before a child is judged to be stupid, it is important to look at more of his behavior than simply his school work.

c. Are causal inferences permitted for correlated behaviors? No. This is the most common mistake in education. For example, when a child does poorly in I.Q. score, and also does poorly in school grades, can one assume that his low I.Q. causes him to do poorly in school? No - this is simply a correlation between two similar responses. It is just as incorrect to say that his poor grades in school cause his low I.Q. score. Correlations indicate only that two responses are related - that where one is found, the other is likely to be found, not that one causes the other.

3. What is the difference between scientific and metaphysical statements about behavior and children?

a. Scientific statements are inherently testable. It is possible to formulate conditions under which a negative instance could be measured. A statement like, "All children have an instinct for survival" is not a scientific statement because any behavior a child shows may be interpreted as expressing his instinct for survival. Therefore, it is not possible to formulate a negative instance, or to test the statement. Students should learn to differentiate explanations which are of the scientific vs. the metaphysical type.

A.3.a. Strategies for Teaching and Learning:
Concept: Planning for Continuity of Learning
Main Ideas:

1. Each learning experience serves specified functions
2. Sequential order
3. Provision of several different ways of learning
4. Opportunity for intake and feedback

5. Incremental learning
6. Continuity - results from providing successive experiences dependent on preceding ones - needed for new experiences.

A.3.b. Structure for a Cognitive Approach to Curriculum

1. Mapping content and cognitive and affective development
    - a) Content decision based on selection of organizer (Concept), main ideas to be developed, specific facts input (via readings, films, charts, maps, etc.) leading to different pupil tasks or procedures (discuss, chart, list, pantomine, read, prepare booklets, write, role play, etc.)
    - b) Content decision - to be relevant must functionally link extrinsic curricula to basic intrinsic concerns and feelings of the learners.
        - e.g. How do you select content on community helpers (among whom are the policeman) without arousing the child's concerns and feelings about the policeman in his locale.
2. Comparing and contrasting
    - a) self with others
      others with others
        - e.g. People to People: Random House Social Studies: Use of this strategy also relates content to basic concerns of learners:
            - Who am I? - Self Identity
            - Who are the others?
            - What connection can I make with them?
            - How does this knowledge give me power to make my own decisions, etc.
    - b) Helps students by breaking tasks into small units - focus on one at a time helps learner organize input and develop efficient ways to handle tasks. Tasks can be arranged to provide incremental learning.

3. Class discussion
   Types, role of questions, recap
   a) Discussion demands teacher skill in -
      1. making immediate decisions
      2. diagnosing class
      3. formulating questions while keeping control of management of class
   b) Kinds of discussions -
      free discussion - demands initial focus
      semi-controlled - exchange of information
      controlled - demands a planned sequence of questions to develop ideas and cognitive skills, and leads to problem solving.
4. Overall strategy
   What - questions
   Why - questions
   What does it mean - questions
   1. What questions - information needed
      - involvement of even slowest learner
   2. Why questions - get at similarities, differences, changes
   3. What does it mean - probing for generalizations.

A.3.c The teaching of N-6 curriculum to urban children

Structure for a General Strategy for Teachers

A. Translating content into learnable tasks

(See intro. model)
- Selection of content
- Organization of content
- Planning sequences of learning tasks
- Adapting to class needs

B. Learning and teaching of an individual chld: how do we know the individual child?

B.1. Development of the child from 8 through 12
Development, both physical and mental goes from less differentiated to more differentiated, from gross to fine motor control for example.

   a. During this period (8 to 12) there is steady growth with no marked hormonal changes. Each child has his own growth curve so there may be wide inter-individual differences in size and development.

b. In psychological development this is a period in which the child is maximally interested in the world around him,unlike the later period of adolescence when he is absorbed in his own bodily changes. This is a period of group membership which gradually becomes closeness with a single chum near the age of 12. During this period the child is maximally interested with the widest and most divergent interests, and most willing to explore and adventure. Peer humor consits of puns and riddles, generally unfunny to adults. Moral judgments develop at this age, sense of responsibility, respect for property, etc.

B.2 Knowing the child through testing

a. All tests, both group and individual, are based on a comparison of the child's performance with the performance of a large group of other children. It is necessary to know a test's reliability - the extent to which, if repeated, it will give the same results, and the test's validity - does it measure what it purports to measure? The characteristics of the standardization population must also be known in order to know whether the test may be used with a child. For example, a child should be a native of the United States to have certain individual I.Q. tests provide meaningful scores.

b. Study of the differences and similarities between Wechsler Intelligence scale for Children and Stanford-Binet, and new WISPP.

c. What the differences are between nomial, ordinal, interval and ratio measurement. IQ scores are all ordinal.

d. The meaning and use of mean, median, mode - measures of central tendency, and range and standard deviation as measures of variability. Standard scores and their use.

e. Group tests, the pros and cons.

B.3 Activity - Use of Archives
Getting to know the pupil and class before meeting them.
Preparation of Class Profile Sheet

1. From Cumulative Record Card
    - a. Name of child
      age - overage for grade?
      sex
      place of birth - NYC or outside
      address - has child moved excessivly?
    - b. Parent's name - or guardian's name
      Is the child living with natural parents. One parent. Are surnames of child and parent the same? Broken home? Place of birth of parent or guardian? Language spoken in home? Telephone in home? Number of rooms? Number of persons?
    - c. Has child repeated any grades - Holdover? When? Why?
    - d. Marks received in different grades? Better, the same, or worse as child progresses through the grades? Strengths and weaknesses in different subject areas.
    - e. Attendance, absence, lateness - normal or abnormal?
    - f. Comments made by previous teacher?
    - g. Is child a leader? Has he artistic talent?
    - h. Behavior - conforming or non-conforming?
    - i. Does child receive free lunch?
    - j. Does family receive public assistance?
2. From Test Record Card

    Standardized test scores
    - a. Reading readiness
    - b. Reading scores - is growth commensurate with age? or grade? At,above or below grade level?
    - c. Arithmetic scores - Is growth commensurate with age or grade?
    - d. Social studies - skills - at, above or below grade level?
    - e. Is there consonance or dissonance between scores on different subjects?

3. From Health Card
    - a. Normally healthy
    - b. Weight - overweight, normal, underweight for age and size
    - c. Height - above, average or below for age
    - d. Physical defects - corrected eyes, hearing
    - e. Medical history - various illnesses
4. From Guidance Office
    - a. Child or family known to social agencies. Which ones?
    - b. Family constellation - attitudes toward schooling
    - c. Referral (if any) to B.C.G., etc.
5. Preparation or study of Class Profile Sheet
    1. The instructor can duplicate and distribute a class profile sheet and have the students describe the makeup of the class or of some individual pupils.
       Discussion can lead to topics such as:
        - a. How would you begin a lesson in Social Studies? Reading?
        - b. How do you think you would group the children for reading?
        - c. Which pupils should be encouraged to take on leadership roles? To engage in group activities? How would you help a child to participate more meaningfully in activities?
    2. The apprentice teacher could be assigned to prepare a Class Profile Sheet of the pupils in her class. This should be preceded by class (university) discussion of what items are important. Conservation of time and energy in preparing a profile sheet, purpose and function of Profile Sheet, etc.

B.4 Knowing how the individual child learns

a. Types of learning -

signal learning - this is learning to respond to a signal, or conditioned responses. These are general, diffuse and emotional responses.

stimulus-response learning - precise, circumscribed and specific voluntary responses. Control of reinforcement governs these responses. Can be used for the acquisition of any new habit, like learning new words.

chaining - a connecting together of two or more previously learned S-Rs. This applies particularly to chains of verbal sequences, in which one element evokes the next.

verbal association - extensive lists of chains. This is illustrated primarily in the learning of foreign languages where a sequence of codes must be reeled off having been learned by previous association with each other.

multiple discrimination - child learns to discriminate between a series of things which are conceptually very similar, by finding the specific, the small ways in which they differ. For example, a child learning all the model names and types of car in a specific year.

concept learning - learning to respond to stimuli in terms of an abstracted common property. Colors are one example, e.g., red house, red truck, red shoes.

principle learning - the child learns to chain two or more concepts. This is a relationship between concepts.

problem solving - the child learns to use and combine principles in novel ways in order to solve a new problem

b. Learning principles include the concepts of contiguity-closeness, reinforcement - the consequences of learned behavior, generalization - the same response will be made to a continuum of similar stimuli, and discrimination -the response will not be made to stimuli perceived as different. When we would like generalization to occur, it is called transfer - the use of the same learning in a different context.

c. Memory. Forgetting is the result of the interference of new activities with old learning. The more similar the new activities, the greater the likelihood of interference. Pro-active and retroactive inhibition.

d. Most approaches to learning assume that there is a hierarchy in learning from least to most complex. For example, if children do not know the simple S-R connections of their multiplication tables, they cannot later use multiplication to solve problems.

e. Programmed instruction is based on stimulus-response learning. The basics for all programmed instruction are: principles of active responding, small steps, self-pacing, and immediate feedback. Programmed instruction also relies on a careful matching of materials to the initial characteristics of the learner. These characteristics are basic to most individualized approaches.

f. Cognitive style. Children differ in the extent to which they are field-independent or field-dependent. Field dependence means that they rely on the context of situations to give them cues to respond, independence means that they have their own orientation regardless of the context of a learning situation. Field independent children do better in school.

B.5 Motivation of the individual learner

a. We want to put across to teachers that though they may have occasion to use traditional discipline, primarily discipline depends on intrinsic rather than extrinsic motivation; intrinsic motivation is enhanced when class climate and curriculum content are related to pupil concerns. There is a distinction between pupil's interest and pupil's concerns. Interest is a momentary attraction to something. Interest is related to extrinsic motivation - but that is momentary.

In contrast, concerns are deep-rooted feelings, anxieties that are sometimes cued by statements of interest. Appropriate diagnosis of pupil concerns facilitates the development of intrinsic motivation.

b. There are differences between homeostatic ideas of motivation which assume that the individual must be prodded from states of rest into activity vs. those that assume activity as the normal state. Recent work on curiosity, exploration and sensory deprivation indicate that the brain needs a constant change in sensory inputs for normal activity. Some new models of motivation are based on the idea of inner standards in the child. The discrepancy between these standards and new experiences, and the need to erase this discrepancy causes the motivation to learn. This idea of motivation is based on a feedback loop notion. The basic idea is that of the "match". In practice, how can you apply the "match" to the aim and motivation in a lesson plan.

c. Ideas about intrinsic motivation indicate that reward is not necessary to get motivation, that feedback, knowledge of results, is enough. Extrinsic rewards such as candy, or good grades are not essential. Also high probability behaviors can be used as rewards for low probability behaviors (Premack).

d. The achievement motive is characteristic of children whose parents have been encouraging of the child's independence, and positively supported his efforts to achieve, without making him anxious about achievement. Children with high achievement motives tend to be moderate risk-takers. Children with high fears of failure or low achievement motivation tend to take too few, and too great risks.

B.6 Language development in children

a. Is the language of the disadvantaged child only different or is it worse? There are several views on this. Some authors believe that the limited vocabulary and less complex sentence structure is related to impoverishment in thinking. Others believe that it is only a difference between standard vs. non-standard English, and a dialect which simply deviates from the conventional but is no worse for it. Some believe the language to be extremely rich in expressive, emotional meanings.

b. Bilingualism has decided effects on thinking. It was once thought that bilingualism hampered school work, but this was a result of confounding the bilingualism variables with the variable of poverty. Now research indicates that bilingualism may give children a conceptual advantage.

c. Bilingualism in another person, and the foreign accent of another person very definitely effects the way he is perceived. Prejudice and stereotyping are elicited through the voice and speech cues of others.

B.7 Fostering creativity in children

a. Creativity can be differentiated from intelligence. Creative children feel that their creative traits are not valued by their teachers, and learn to keep creative thoughts to themselves by the time they are in 4th grade (Torrance). Creativity can be fostered in several ways: by teaching the principle of deferred judgment, that is, producing without judging the product, and judging it later. Synectics is the method in which children are taught to make the familiar strange, and the strange familiar, in order to help them to look at things, problems, in new ways.

b. Art, music and literature curricula can be used to foster creativity. Specialists in each of these subject areas should be brought in at this point.

C. General areas to be covered here will be handled specifically in the small group meetings where subject area specialists will be used as the primary resource persons. Activities should not only include audio-visual aids, role playing teachings, observation and showing, but actually teaching experiences.

1. Learning to Prepare a Plan for One Lesson (Activity: to teach it)
2. Items needed in the Plan - particular emphasis here will be on developing ability

to plan objectives in behavioral terms
3. Adhering to and varying plan
4. The mean between an over-structured and a drifting lesson
5. Identification of important concepts and skills to be learned in each area - example: see skills in reading (attached) and refer to Social Studies K-6 (see bibliographical reference).
6. Review material on pages 10-12.

Reading in the Elementary Curriculum N-6

Reading readiness; the developmental skills; analysis of instructional aids; testing and pupil placement.

Purpose of the Course:

To develop familiarity with the concepts, methods, and materials pertinent to the teaching of reading on the elementary school level, based upon recent research in the field.

Suggested Topics

a. Developing Reading Readiness
b. Developing Children's Interests in Reading
c. Improving Reading Comprehension
d. Recent Trends in Teaching Phonics
e. Use of Audio-Visual Aids to improve Reading
f. Teaching Reading in the Content Areas
g. Grouping and Individualized Reading
h. Teaching Reading to the Mentally Retarded Child
i. Teaching Reading to the Brain-injured
j. Teaching Reading to the Bi-Lingual Child
k. Causes of Reading Disability
l. Use of Programing in the Teaching of Reading
m. Improving Study Skills
n. Improving Vocabulary at the Intermediate Levels
o. The Language Approach in Beginning Reading
p. Parent-Teacher Cooperation in a Reading Program
q. Readability
r. The Use of Informal Tests to Evaluate Reading
s. The Relationship Between Reading and Other School Subjects and other topics approved by the instructor.

(See Appendix III - Reading Skills)

Language Arts in the Curriculum N-6

The teacher's understanding of the language arts; the developmental process of language growth including observing, listening, speaking, reading, and writing; sources for the teacher to use in planning a language arts program including the course of study, curriculum bulletins, professional books; determination of needs and formulation of goals on the basis of children's oral and written work; extension of language power.

Problems in the Teaching of Language Arts

Effect of mass media on the teaching of listening and viewing; the demands of a democratic society for skill in group discussion; the need for maintaining and encouraging spontaneity of expression; the need for selectivity in an environment of plenty; the recognition of the effect of multiple meanings of words; nurturing creativity and originality; adjusting the language arts program to the capacities of the children; the recognition of language as a social and personal instrument in communication and in thinking.

The Teaching of Observing

Observing as a process and a skill to be taught; situations in the school program providing opportunities for directed observation; sequential skills in the teaching of observing including enumeration, description, association, inference and interpretation; classroom activities planned to heighten interest in and to strengthen ability to observe.

The Teaching of Listening or "Auding"

Listening as the "intake" aspect of the language; similarities and differences in the skills of listening and reading; developmental stages of growth in listening; analysis of factors which condition effectiveness of listening such as physical conditions, factors of readiness, purpose, need, interest, emotional identification, speaker's voice and personality; kinds of listening; adjustment of listening to types of situations; the role of the teacher in developing listening skills; classroom activities to improve listening; use of califone, tape recorder, record player, T.V., sound films, and radio.

Oral Communication

General objective to guide the teacher in planning an oral communication program; basic considerations in oral communication such as the awareness of audience, creating lines of communication among peers, the need to build respect for opinion as well as a sense of responsibility for having made a statement, an understanding of conditions which promote development in oral communication and which block it, problems of controversial issues and use of taboo words; the need to build a love for an interest in words; division of oral communication activities into two major categories.

Developing Children's Power of Self-Expression through Writing

Class climate conducive to creative writing; background for writing through literature, music, art, class and individual experiences; use of individual oral responses, the individual's dictated story, the class dictated story, independent writing; acceptance of individual responses to personal and vicarious experiences, to the fanciful or imaginative experience; clarification of ideas through delimitation of experiences, through the use of the senses, through comparisons of likenesses and difference; extension of vocabulary through use of anyonyms, word pictures, onomatopoeia, alliteration; humor in writing.

Personal and Social Adjustment Through Expressional Writing

Clues to children's values and needs as reflected in their writing; techniques for focusing attention on children's values through their expressed interests, wishes, reactions to books read, responses to stories given in part, to pictures; the teacher's role in interpreting children's writing, in understanding himself, in building basic values, in helping children understand themselves.

The Place of Skills in the Writing Program

Need to maintain balance between promotion of spontaneous written expression and development of skills; skills in punctuation, capitalization, paragraphing, outlining correct usage, spelling and handwriting viewed as aids to clarity of expression and courtesy to reader; emphasis on content and organization of ideas in first draft of writing; proofreading an essential part of all written work; choice of skills to be taught in relation to language development of pupil; skills best acquired in functional writing in which children see their writing put to use; practice essential but avoid unnecessary repetition; need for pride and satisfaction in accuracy of accomplishment.

The Teaching of Spelling

Need to develop an interest in words and their derivation and a desire to spell words accurately in writing; development of readiness for spelling through oral activities, copying, use of alphabetical word list, picture dictionary and accurate copying; the use of a systematic word study method; use of independent word study list; value of training in proofreading; the use of the dictionary and word list for development of independence and for provision for individual growth; the need to adjust program to individual's standing.

The Teaching of Handwriting

Need to develop interest in caligraphy through study of interesting handwritings of well-known persons; handwriting viewed as a distinctive feature of the individual; the use of manuscript writing; analysis of letters in cursive writing; attention to alignment, spacing, size, slant, parallelism of strokes; value of self-evaluation charts to be used by children in noting improvement; development of proper attitude toward legibility in handwriting; teacher's acceptance of individuality in style.

Teaching English as a Second Language

Procedure used in the New York City schools developed by the Puerto Rican Study; the language emphasis lesson; elements of method in relation to experience, vocabulary, and structural patterns; the use of repetition, choral and individual response, the teacher's model; attention to pronunciation, stress, rhythm, intonation, tempo; sources of help available to the teacher from special personnel in New York City schools; speak-with others and speaking to others; analysis of skills involved in teaching such activities as conversation, discussion ,interviews, introductions, elections, forums, panel discussions, conducting meetings, dramatic play, creative dramatics, dramatics, reciting, oral reading, reporting, announcing, etc.; the amenities in these activities; standards of evaluation; the teacher's role;' planning for directed teaching of oral communication skills.

Teaching Choral Speaking

Values of the verse choir; selection of appropriate poetry on the basis of beauty, rhythm, appeal, literary quality and appropriateness to specific phases of choral work; the techniques of conducting; instructional procedures; analysis of voice quality of pupils, middle or low; class participation in the development of arrangements for choral rendition.

The Selective Use of Role Playing in the Classroom

The importance of the teacher's background and understanding of the function and use of role playing; values of role playing; selection of situations; recognition of situations to be avoided; basic steps in developing a role playing situation; the teacher's role in guiding and analyzing the discussion of a problem situation; criteria for evaluating the effectiveness of the role playing technique.

Teacher Reading

Building a background and love for reading; the readiness program, its purposes, its means; the need to read to children; the use of experience in teaching initial steps in reading; the use of the experience chart; types of charts; the development of sight vocabulary, word attack skills; planning for group instruction, individualized instruction; the administration of an informal textbook test; interpretation of a standard reading test; use of a basic reader; use of a trade book; use of children's literature including poetry.

The Use of the Library

Recognition of value of library; the class library, the public library, the home library; early introduction to the skills needed to use the public library such as the classification system, the card catalogue; types of reference books available, how to join the library, borrow books, find books, secure the aid of the librarian; responsibilities in the use of books; rules and regulations of libraries; research skills involved in use of tables of contents, glossaries, indexes, cross references in encyclopedia articles or dictionaries; extended use of dictionaries; opportunities to share readings with group.

Written Communication

Difference between facual and expressional writing; function, motivation, and purpose in writing; the development of readiness for writing; the place of copying in the writing program; the skills involved in such activities as letter writing, keeping written records, outlining, note-taking, writing directions, explanations and summaries.

Elements of Semantics for Gifted Children

Attention to multiple meanings, two-valued orientation, slanting, facts that may be verified and value judgments, directive uses of language; analysis of newpaper articles, speeches, magazines for illustrations of these factors in speech and writing; understanding of own attitudes as expressed orally or in writing.

Evaluation in the Language Arts

Value of folder of samples of child's written work over long period of time; child's interest in and desire to read and write; teacher's observations and judgments; anecdotal records; diagnostic charts; available standardized tests.

Note: This area should be taught in relation to the section on Language development in children - B.6.

Social Studies in the Elementary School N-6

Purposes of the Course:

1. To help the students enhance their understanding of themselves and of the world in which they live so that they may help children to gain these understandings with the objective of improving human relations.

2. To introduce the students to a variety of curricula programmed by states and cities for nursery classes through the 6th grade in order to delineate scope and sequence.

3. To clarify teacher planning - lessons, teaching units and resource units.
4. To give the students opportunities to explore the contribution of the several social sciences to the elementary school curriculum.
5. To focus attention on the need for teaching principles, concepts, generalizations - rather than facts.
6. To review skills required for the implementation of social studies curriculum.
7. To afford experience in utilizing diverse resources to enrich classroom experiences.
8. To tap current research for clues to new directions for classroom activities.

Topical Outline

1. Introduction: delineation of course requirements, presentation of bibliography, and discussion of resources
2. The meaning of social studies
   The social sciences: anthropology, economics, geography, history and political science, sociology.
3. The What, Why, When, How and With What of curriculum in social studies
4. Learning how to learn and thinking about thinking
5. The structure of knowledge and development of generalizations; the utilization of the spiral curriculum
6. The United Nations Organization
7. Civil liberties, rights and responsibilities
   Values, attitudes, behavior
8. Cultural similarities and differences
9. Time-lines and chronology; geographic principles, maps and globes
10. The relation of social studies to other curriculum areas
11. The second half of the semester will be devoted to study in depth of some selected cultures. Since the selections are based on current events and individual motivation they vary from class to class.
12. Evaluation of process and evaluation of product.

Social Studies - Curriculum Guide of New York City

Sample Unit

Negro History - Puerto Rican History - Contributions

Units on the Negro in American History and Puerto Rican History and contributions made by members of minority groups should be included in the course. The purpose is to add a new dimension to the student's understanding of the positive aspects of Negro and Puerto Rican life. The unit couldinclude a discussion of the civil rights movement and its impact on public education in urban areas.

A sample of suggested readings are:

1. The Negro in American History -N.Y.C Bd. of Education
2. Puerto Rican Profiles - NYC Bd. of Education
3. Charles Silberman, Crisis in Black and White. New York: Random House, 1964
4. T. F. Pettigrew - A Profile of the Negro American. New York: Van Nostrand, 1964.
5. Clarence Senior. Strangers Then Neighbors.
6. Negro Heritage Library Encyclopedia. If it is not in the University library, it should be.
7. Films - N.Y.C. Board of Education
   a. To Climb a Fireman's Ladder
   b. The Dr. Ortiz Story

Mathematics in the Elementary School N-6

Purposes:

Understanding Concepts of Modern Mathematics
An Appreciation of the Role of Structure, Intuition, Deductive and Inductive Thinking in the Construction of Mathematical Systems.

The Social Aspects of Methematics - The Development of an Ability for the Interpretation of Data Relevant to Personal, Civic, and Economic Decisions; An Understanding for the Use of Arithmetic as a Language - Quantitative and Relational Language - An Appreciation for the Major Causes Which Have Contributed Toward the Development of New Mathematics Curricula - SMSG, University of Illinois Comm. on School Mathematics, University of Illinois Arithmetic Project, Minnesota School Mathematics Center, Stanford Projects, University of Maryland Mathematics Programs, etc. The Relation of the New Mathematics and the Purposes of Elementary Education.

Topical Outline:

1. The General Objectives of Mathematics Education

   Current Issues in Arithmetic Learning
   Goals of Arithmetic Instruction
   Purposes Derived from the Nature of Children
   Purposes Derived from the Nature of Arithmetic

II. An Understanding of How the Individual Learns Mathematics

   The Nature of Concept Formation in Children
   Concept Formations and Mathematics
   Theories of Learning and Pupil Readiness

III. Developing Mathematics Programs in Elementary School

   How the Selection of the Subject Matter is Made
   Organizing the Program
   Characteristics of a Good Elementary Mathematics Program

IV. The Teaching of Arithmetic in the Elementary School

   Principles that Raise the Level of Arithmetic Instruction
      Teaching Methods Should Reflect the Goals
      Problem Solving and the Process of Discovery
      Activities Which Lead to Discoveries, Understanding, and Generalizations

   Characteristics of Good Arithmetic-Learning Experiences

      A variety of Experiences to Internalize Experiences
      The Gaining of Basic Understandings Commensurate with Needs, Abilities and Interests of Children
      The Relation Between Activities and Direct Experiences for the Acquisition of Knowledge of Arithmetic and the Environment
      Adequate Planning for Arithmetic-Teaching
      Evaluation as Part of the Teaching-Learning Process
      Teacher Evaluation of Pupil Growth in Arithmetic Learning

V. Basic Concepts of Elementary Mathematics

The Concept of Number - The Problem of the Logical Basis of the Natural Numbers;
Approaches to Number Concepts - Verbal Methods, Methods Based on Visual Perception and Imagery; Activity Methods
The Modern Approach in the Nursery School
Cuisenaire Apparatus; Piaget's Views;
Dienes Materials; Stern Materials
Concepts of Lengths and Measurement
The Views of the Geneva School on the Development of Concepts
Relating to Length and Measurement
The Current Researches on the Growth of Mathematical Concepts

Concepts Associated with Areas and Volumes

The Number System: Number Operations
Mathematical Relations of Equality and Inequality
Computational Rationale

VI. Facilities, Equipment, and Instructional Materials for the Mathematics Program:
Trends in Mathematics Teaching Which Affect Facilities and Equipment
Manipulative and Pictorial Equipment
Community Resources
The Classroom as a Place of Experimentation, Exploration and Discovery

VII. Meeting Individual Differences

Factors Relating to Achievement in Arithmetic
Adjustment in Class Organization
Variations in Content

VIII. Evaluating Pupil Progress

The Outcomes in Arithmetic Instruction
Purposes of Evaluation
Techniques for Evaluating

Science in the Elementary School N-6

Purposes:

Understanding Science
  Knowledge, largely in the form of concepts, comprises the results of scientific endeavor
  Methods of Inquiry comprise the Process of Science

Problem-Solving
  The Social Aspects of Science
  Appreciations Derived from a Liberal Education
  The Importance of Science for Understanding the World Today
  Methods and Procedures of Science for their Value in Discovering New Knowledge and Extending the Meaning of Previously Developed Ideas
  Men Who Add to the Storehouse of Knowledge
  The Intellectual Satisfaction to be Gained from the Pursuit of Science as a Scientist or as a Layman
  The Development of Attitudes and Abilities

Topical Outline:

I. The General Objectives of Science Education
  Science Education for Changing Times
  Purposes Derived from the Nature of Children
  Purposes Derived from the Nature of Science

II. An Understanding of How the Individual Learns Science

  The Development of Scientific Concepts
  The Nature of Critical Thinking
  Views of the Nature of Scientific Attitudes and Methods
  Components of Scientific Methods
  Experiences Conducive to the Learning of Scientific Attitudes and Methods

III. Developing Science Programs in Elementary Schools
  How the Selection of Subject Matter is Made
  Organizing the Program
  Characteristics of a Good Elementary-Science Program

IV. Teaching Science in the Elementary School

  Principles that Raise the Level of Science Instruction

- Teaching Methods Should Reflect the Goals
- Problem Solving and the Process of Discovery
- Activities Which Lead to Discoveries
- Sequences of Learning Science (the Spiral Curriculum)

Characteristics of Good-Science Learning Activity

- A Variety of Activities to Internalize Experiences
- The Gaining of Basic Understandings Commensurate with Needs, Abilities and Interests
- The Relation Between Activities and Direct Experiences for the Acquisition of Knowledge of the Environment
- Adequate Planning for Science-Teaching
- Evaluation as Part of the Teaching-Learning Process
- Teacher Evaluation of Pupil Growth in Science

V. Science in the Classroom

Techniques for Emphasizing Growing Familiarity with Appreciation of One's Surroundings

The Development of Ability to Sense and Solve Problems Encountered in the Environment

Techniques which Lead to the Development of Hypotheses, the Use of Imagination, the Anticipation of Phenomena

Concept Development as a Dynamic Process and Its Relation to the Growth of Mental and Manipulative Skills, Skills of Observation, Reflective Thinking and Problem Solving

Developing Understanding and Ability to Use Fundamental Concepts and Relations of Science to Interpret Intelligently the Natural and Man Made Phenomena in the Environment

Techniques for Developing the Teaching of Fundamental Ideas, the Grasping of General Principles, the Development of Attitudes Toward Learning and Inquiry, Toward the Use of Heuristics of Discovery, Readiness for Learning, the Desire to Learn and How this Desire May be Stimulated, Motives for Learning

VI. The Role of Measurement and Quantitative Concepts and their Relation to Experiments

The Nature of Measurement and the Experimental Process in the Primary Grades

Teaching of Basic Concepts in Terms of the Experiences Which the Pupils Understand and the Development of More Conceptually Adequate Modes of Thought from the Concrete and Specific

VII. Facilities, Equipment and Instructional Materials for the Science Program

- Trends in Science Teaching which are Affecting Facilities and Equipment
- Integrated Planning of Facilities
- Facilities for Science Teaching in the Elementary School
- Equipment for Science Teaching in the Elementary School
- The Classroom as a Place of Experimentation

VIII. The Development of an Enrichment Program for the Gifted Child

IX. The Teaching of Science and Its Relation to the Total School Program

- The Social Aspects of Science
- The Development of an Appreciation and Understanding of the Dependence of Our Society on Scientific and Technological Achievement
- The Appreciation and Development of an Understanding of Science as a Basic Part of Modern Living

A.3.D Teaching and learning procedures: how to structure and organize the class.

D.1 Relation of Task to Group Size

	Task	Effective Group Size
1.	Covering varied material using same procedure e.g. studying Argentina, Peru, Bolivia	Small group
2.	Development of procedures, standards, ideas, etc.	Whole Group
3.	Skill training based on diagnosis of needs.	Individual

Values of Each	for Learner
Small Groups	a. opportunity for interaction and participation of every member

Small Groups

b. opportunity to assume and carry out responsibilities
c. student learns to talk and to listen
d. greater content coverage especially when shared
e. opportunity to meet individual needs
f. developing social responsibility

for Teacher

a. opportunity to listen, observe, and match responsibility to group or individual needs.
b. can compare group interests, abilities, or needs - stressing complimentary development of cognitive and affective behavior.

Large Groups

for Learner

a. set up procedures for all
b. develop sense of connected needs - different contributions add up to total understanding

for Teacher

a. avoids needless repetition
b. enables establishment of cooperative relationship
c. assists in getting at gross diagnosis of group needs and concerns

Individual

for Learner

a. knows and identifies capacities
b. motivations:
    - lessens intensity
    - stresses intrinsic source
    - allows for success or positive rewards
    - builds tolerance for failure
c. provides practice in setting up goals

Individual

d. allows for active participation of learner
e. tasks more meaningful, learned more efficiently
f. immediate feedback on performance (successes and failures)
g. stress on personal style of individual enhances chance of learning success
h. personal responsibility for self development
i. control of testing

for Teacher - methodology

a. insures high-intensity learning
b. individualized control matches materials to individuals
c. individualizes speed
d. individualizes level
e. chance for one to one interaction

D.2 Teacher-pupil interaction.

a. There are several methods for coding teacher-pupil interaction. Among them are:
    Bales Interaction Process Analysis
    Flanders scale and Amiden's scale.
b. Interaction can be analyzed according to whether the class is primarily teacher-oriented or pupil-oriented, whether the teacher exerts direct or indirect influence, and whether pupil-initiated talk is rewarded or punished.
c. Sociograms and sociometric analyses can also give clues about the real structure of the class.

D.3 Teaching the whole class

a. Group characteristics can be used in the class by the teacher for both discipline and for increased involvement in the material. Among the characteristics the teacher should learn to recognize and deal with are group cohesiveness, the interaction and structure of groups, group norms and group goals, and how to enhance progress toward the goals. Further,the composition of the group effects its behavior and work towards its goal. Frustration leads to differential effects in different types of groups. Group competitiveness can be used to enhance group work or detract from it. The effects of different types of leadership are also important.

There are techniques for changing group behavior which depend on a knowledge of group decision techniques, and the methods which can be used for group problem solving.

b. Teacher's belief systems can greatly effect the atmosphere in a group. "This I Believe" (see Bibliography) questionnaire and the Mach scale are two ways of objectively measuring teacher's belief systems.

Activities

A. Directed Observation: Observations should be planned in cooperation with the school (the administrators and the specific teacher) to be observed.

A.1 The Physical Setting

See Appendix I - p.1 for general directions suggested.
- p.2 for specific examples of suggested observation of the physical setting of the classroom.

Students might be paired so that teams of observers can present their observations to the group at large. The material in the appendix is a suggestion of significant items that might be examined. Students should meet different personnel of the school, find out about their functions, location, and relation to total school environment. Assignment: "A Walk Through the Neighborhood of the School," - a photo essay. Have Urban Child and Youth Instructor help design specific nature of assignment and how the photo-essay is to be interpreted.

A.2 The Behavioral Setting

a. The Teacher - see appendix I - p.
including how teacher plans for the week.

b. The Students - see appendix I -

The material here suggests several levels of observation. This could be accomplished by the teams in sequence, or different team members might observe different aspects of the behavioral setting.

c. Routines established - teacher directed, teacher-student determined.
What purposes do they serve?
How is discipline handled?

A.3 The Strategies for Teaching and Learning

The assignment of observation of strategies for teaching and learning might be spread throughout the first semester so that they occur concomitantly with identification and exploration of problems and issues in the teaching and learning of the several subject matter areas of the primary and intermediate grades. Students should keep records or logs of their observation activities with space provided for comments to be added after the sharing sessions. However, early observations may be made, recorded in the log, and referred to as the student becomes more sophisticated in his ability to assess the significance of the observation.

B. Learning and Teaching of An Individual Child: How do we know the individual child?

B.1 Development of the Individual Child 8 - 12

Observation of two children for a time period (2-3 weeks) reporting on expected patterns of development and observed behavior of the two children. Begin development of case study assignments for group sharing and discussion.

B.2 Knowing the child Through Testing

a. Visit to guidance Office or review of files to see what kind of test data are available. Evaluation of data in terms of what inferences about a child may be made from such data, and what limitations some data are governed by before any reliable assumption may be made.

b. Administration of individual Iowa or other tests, possibly the Noall-Choen reading tests to an individual child. Possibly interpretation of strengths and weaknesses of child measured from analysis of something like the California.... etc. (Consult with Tests and Measurement staff member before assignments are made). Use of feedback from tests to diagnose needs of children you are observing.

B.3 Knowing Child Through Cumulative Data

What other records does the school keep on an individual child? How do these records help you make a profile of that child?

B.4 Understanding the Learning Process

Refer to material on how the individual child learns-try to teach your youngster math at level of concepts (4-6 grades) prior to stimulus response learning; e. g. a concept that demands the S-R connection achieved by memorization of multiplication table. How do some of the principles of programmed instruction (see this same section) apply to individualizing instruction in reading or social studies, or language arts? Try teaching a poem to different children, one at a time, to determine whether material has been matched to the child's characteristics as a learner.

B.5 Motivation of the Learner

Observe your child or children during a social studies lesson. Try to indicate specifically how the teacher motivated the lesson. Try to distinguish in your report the distinction between use of extrinsic and intrinsic motivation. How does reward or punishment affect motivation for learning?

B.6 Language Development in Children

Use of film to observe language of children in Urban schools and settings. How rich or how lacking in verbal quality? How standard or non-standard the dialect? How simple or complex the structure?

As you discuss film record reactions of class. Play back recording to determine whether language differences have revealed any biases in judgment of language skills of these children.

B.7 Fostering Creativity in Children

Use of music, art, physical activity to foster creativity in children. Read story or poem and have child respond via drawing. Listen to music and draw how the music makes you feel. In any of the assignments given here, the behavioral objectives may first be conceived to relate primarily to affective development of children, getting at feelings and concerns. The feedback from these creative performances may be assessed by the student as he reports how this feedback identifies needs of children and leads to intrinsic motivation for teaching and learning. Comparing and contrasting self with others - Who Am I ? What music, art, movement makes me feel happy, sad, etc.?

C. The Curriculum of the Grades 3-7

Here the activities should be determined by the personnel handling curriculum. Sequential development of the teaching process, from identifying a skill and setting up a simple procedure for teaching it, to development of a lesson plan, then a unit of work. Use of Taba's Contra Costa Social Studies Curriculum material more for suggesting the spiraling of learning, development of cognitive maps, etc. than for social studies content alone, might be suggested as a guide to the specific assignments given. Example of an early assignment: Prepare a listening skill tape for a specific grade, small group, multi-ethnic, located in X school district. Use of the model to determine how content of tape will relate to learners, their known skills, their needs (cognitive and affective). Begin here to develop some behavioral objectives of teaching and learning as they apply first to the individual children the student is working with, and then to a specific class group. (See material on Structure for a Cognitive Approach to Curriculum).

The Curriculum of the Elementary School: Activities

1. Analyzing a video-taped lesson for one or more of the following:
    - a) Use of key questions
    - b) Language of teachers and students
    - c) Clarity of objectives
    - d) Evaluation techniques
2. Select an area from the curriculum suitable for working with a small group. Role play teacher with your college class as the students, and evaluate the experience from the point of view:
    - a) of how well the lesson was planned (criteria based on content learning)
    - b) of appropriateness of language, content, material, etc. used
    - c) of how the class was led to accept or discover or define the aim of the lesson
    - d) of how motivation was achieved: emphasize the difference between extrinsic and intrinsic motivation

Note: Unit teaching comes later in the year - although the short unit at these grade levels may be experienced earlier than in programs for Jr. and Sr. high school levels.

3. Observe a lesson taught in a classroom: in addition to previous classroom observations, this assignment might be related to a specific curriculum area, and might be used to reinforce the concepts of transfer, relevance of content to student concerns, variety of methods and material used.
4. Specific Lesson Planning
    - a) to teach concept formation
    - b) to teach skills
    - c) to discover attitudes

    Clearly state:
    1. behavioral objectives
    2. concepts to be learned
    3. media to be used and where
    4. provision for retention
    5. relation to urban setting
    6. special organization of the class
5. Preparation of a Unit:
    One curriculum area might be used to propose the assignment of a Resource Unit; another for the assignment of constructing a teaching unit.

D. Teaching and Learning Procedures: How to structure and organize the class.
(see material under this section)

In relation to area C activities: Assignments might relate to need for grouping, for individual assignment, and for whole class activities. Here again, the activity assigned might begin by having Unit designed to indicate how teacher will move from initial involvement of whole class to division into small groups, to handling of and meeting individual student's needs. See example in Social Studies: where South America is studied: general aims and objectives set up with whole class involved; different groups study different countries; different children work on different aspects of study based on affective and cognitive need assessment.

Readings:

A. Directed Observation

Hunt, J. McV.	The psychological basis for using pre-school enrichment as an antidote for cultural deprivation. Merrill-Palmer Quarterly. July, 1964, Vol. 10. #3. Brief version of the book, indicating how our observations of children have changed following changes in models of learning and development.
Webb, E.J., Campbell, D.T., Schwartz, R.D. and Sechrest, L.	Unobtrusive Measures: Non-Reactive research in the social sciences. Chicago: Rand McNally & Co., 1966. Excellent presentation of indirect methods of observation, including methods of accretion and erosion. (Paperback)
Kerlinger, Fred	Foundations of Behavioral Research. Holt, Rhinehart & Winston, 1965. Chapters 1-4. This is an advanced text. However the first four chapters present a lucid discussion of inference and correct and incorrect methods for inferring from behavior and test measures.

Kimble & Garmezy, N.	*Principles of Psychology*. Chapters 1 & 2. This undergraduate psychology text gives a traditional treatment of scientific method applied to behavior.
Weick, K.	Systematic observation. Prepublication draft. Obtainable from the University of Minnesota Psychology Department. Very detailed, hard-headed view of all the problems and issues in observations. (Also see Master Bibliography)

B. Learning and teaching of an individual child: how do we know the individual child?

1. Development

Breckenridge & Vincent	*Child Development*. Philadelphia Saunders Co., 1960. Fourth Edition. Child development text, with emphasis on physical development.

2. Testing

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Directed Observations

The Classroom

In order to gain maximum benefits from an observation, it is advisable that the observer be a "participating" observer rather than a casual bystander who just sees events and artifacts. Yet at the same time, it is important to keep in mind that the "participating" observer is not a participant in the activity. He should become part of the locale and fuse into the classroom scene without obtruding and interfering with the class' activity. This means that students must be prepared and taught on what to look for, how to take notes and what kind before they are sent into classrooms, school buildings, or communities as observers.

Hence, all observation visits, no matter of what kind, should be preceded by seminar discussion of what to look for and how to look for it. They should be further discussed in a follow-up lesson subsequent to the visit. Also, in conjunction with the visits, students should be assigned directed readings. If it is at all possible, the classroom teacher or principal, or the person in charge of the activity should participate in the seminar.

In order to vary the type of visit, it may be worthwhile at times to send a team of apprentice teachers, up to three, to observe the same activity. Not only will acuity of observation be sharpened under this system but the apprentice teachers will also have the opportunity of engaging in a peer-learning-teaching situation. Hopefully, this will be translated into actual class experiences and activities when they become full-fledged teachers.

The observation visits at the beginning of the school year may be directed toward observing the total teaching-learning situation in a gross way while the visits during the latter part of the year may be directed toward a specific activity or item. For example, if the directed observation is - Bulletin Boards - Their Use in the Classroom, the apprentice teacher may be told to look for the following (partial listing):

- number of bulletin boards
- kind - cork, oak-tag
- display of pupil made material
- display of teacher made material
- display of commercially made material
- display of pupils' academic work, art work
- timeliness of displays
- appropriateness of displays
- displays celebrating a particular event, e.g., Thanksgiving day
- permanent displays - health records, attendance
- displays to encourage desired activity - record of books read for pleasure

- attractiveness of displays
- lettering on bulletin boards -size, clarity

Later on in the school year, there may be another observation limited to the topic, Bulletin Boards - Their use as an Instructional Tool in Reading.

The seminar discussion following the visit can be directed toward a better understanding of the use of various kinds of bulletin boards and how they can add to the improvement of the learning situation. Assignments in preparing bulletin boards can be given.

Another example of directed observation of a specific item could be: The Teacher and Her Attitude Toward Pupils. Here students could be told to look for the following: (list is not inclusive)

- Teacher's voice - pleasant, warm
- Teacher's attitude - encouraging, friendly
- Non-verbal behavior - facial expressions, hand and arm gestures, etc.
- Dress - appropriate, attractive
- Position in classroom while teaching
  - remains in one place
    in front of room, size of room
  - constantly moves around
  - stands during entire lesson
  - sits during entire lesson
- Handles class interruptions -
  - office monitors, crisis situations, pupil misbehavior
- Sensitive to pupil's needs -
  physical, emotional
- Use of chalkboard -
  writing legible
- How does teacher make transition from one subject area to another?
- Freedom of pupil movement - if any
- How did teacher maintain order, attention to learning and discipline?
- How did teacher know that pupils were learning what she was teaching?

OUTLINE FOR DIRECTED OBSERVATION OF CLASSROOM:

1. Physical
   1.1 Is room attractive? pleasant? warm?
   1.2 Do materials on walls and bulletin boards
      1.2.1 reflect pupils' work?
      1.2.2 reflect ethnic origin of all peoples?
      1.2.3 pertain and relate to class and community?

- 1.3 Teacher's desk - front, side or back of room
- 1.4 Pupil furniture - fixed or moveable
- 1.5 How are seats arranged -
  - 1.5.1 rows and columns
  - 1.5.2 in same place during entire session
- 1.6 How are children seated
  - 1.6.1 by sex
  - 1.6.2 by race
  - 1.6.3 by size
- 1.7 How many pupils are present
- 1.8 Freedom of movement (pupil) - noise level

2. The teacher
   - 2.1 Tone and attitudes - pleasant, friendly, warm, encouraging
   - 2.2 Non-verbal behavior - facial expression, arm and hand gestures
   - 2.3 Dress - attractive, appropriate
   - 2.4 Position in room
     - 2.4.1 in one place - front, side
     - 2.4.2 moves around
     - 2.4.3 stands all the time
     - 2.4.4 sits all the time
   - 2.5 Sensitive to pupil needs - physical, emotional
   - 2.6 How teacher handled class interruptions - interruption from outside sources, e.g. office monitors, from inside sources - pupils
   - 2.7 How does teacher get class's attention, keep order, discipline
   - 2.8 Teacher's voice - pleasant, clear, loud

3. Teacher-pupil interaction
   - 3.1 Do pupils respond only to teacher's questions?
   - 3.2 Are pupils used as group or class leaders?
   - 3.3 Do pupils feel free to ask questions of the teacher? If yes, are answers given by teacher, by other pupils?
   - 3.4 Does teacher seem to focus on a few pupils, on many?
   - 3.5 Does teacher call only on pupils who raise hands; who do not raise their hands?
   - 3.6 Do pupils shout out answers?
   - 3.7 Are answers responsive to questions asked?
   - 3.8 How does teacher react to individual attention: to unruliness? to quarrels? fights? accidents? critical incidents?
   - 3.9 How does teacher react to pupil's success? failure?
   - 3.10 Does teacher
     - 3.10.1 reward successes - ignore failures
     - 3.10.2 ignore successes - punish failures
     - 3.10.3 combination of both
     - 3.10.4 other

3.11 How does pupil react to his own success? failure?
3.12 How does pupil respond to the teacher's attempt at reward? punishment? response?
3.13 How do other pupils react to the meting out of rewards and punishments?
  3.13.1 toward teacher
  3.13.2 toward pupil
3.14 Is teacher sensitive to feelings of pupils?
3.15 What techniques used by teacher succeed? fail? Were you surprised by them?
3.16 What techniques did the teacher use to involve the pupils?

4. The pupil
  4.1 Responsiveness
  4.2 Behavior
  4.3 Attitudes - toward teacher, toward other pupils
  4.4 Intellectual performance
  4.5 How did pupils respond to successes and failures of other pupils?
  4.6 Other?

5. Affective Reactions: Which incidents in the class
  5.1 annoyed you?
  5.2 upset you?
  5.3 impressed you?
  5.4 would you like to be a pupil in that class? why?

Appendix II

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LIST OF READING SKILLS

Skills to be developed in Middle and Upper Grades, 4-6

1. Following directions
2. Selecting the central thought
3. Noting details
4. Picking the relevant material from a unit
5. Judging values
6. Organizing ideas
7. Remembering personal characteristics in a unit
8. Locating specific information in a story from general reading
9. Skimming
10. Re-reading articles for different purposes
11. Recognizing characters from descriptive words
12. Determining the type of story
13. Remembering details at later date from notes taken
14. Selecting proper titles for units
15. Drawing inferences
16. Recognizing comparisons, opposites, etc., in word vocabulary
17. Ability to outline
18. Ability to do abstracts or precis
19. Interpreting the author's meaning
20. Ability to build individual associations around materials read
21. Using study guides
22. Interpreting graphs
23. Using reference books, index ability
24. Ability to use card file correctly and rapidly
25. Mental imagery or visualization
26. Selecting the theme in a story
27. Ability to read fluently and rapidly material that requires rapid reading
28. Check comprehension with specific questions after speed tests
29. Rapid use of dictionary

Skills to be developed in Grade III

1. Has considerable independence in word analysis. Can solve most new words he meets in reading without help and quickly.

2. Has a large sight vocabulary. Begins to add new words outside his classroom reading vocabulary to his reading. At this time about seven hundred words have been taught but he should recognize through his own power to analyze new words about two hundred others. These will later be used in social studies, science, health, etc.

3. Manifests some curiosity about transfers from reading as street and bus signs, posters, and signs in general.

4. Carries out from reading from blackboard specific directions and works them out independently.

5. Begins to get more enjoyment from a variety of content as surprise, humor and conversation.

6. Enjoys and can use to advantage more of the work type study and informational material.

7. Can use tables of contents and index material to help him find sources to materials he wishes to use.

8. Enjoys reading orally and silently for different purposes:
    a. Reads to find out how to make something.
    b. Reads to find answers to questions which have stimulated his curiosity.
    c. Reads to get the author's point of view.
    d. Reads to take notes to tell the material later.
    e. Reads so he may give a report to his group leader.
    f. Reads to write a summary.
    g. Reads to take a test.

9. Gives evidence of growing interest in going to library corner to read voluntarily.

10. Draws deductions from his reading at home or in class and wants to discuss materials read in the light of a growing curiosity.

11. Shows an interest in children's newspapers as Weekly Reader and children's magazines besides comics, and even in some parts of the local newspaper as weather report, sport sections, etc.

12. Reads sight material orally with ease.

13. Reads increasingly longer units and interprets the material accurately.

14. Begins to have ability to seek reading materials from outside sources which relate to activities and outside assignments in which they are interested.

15. Reads by key words so that silent reading is becoming much more rapid than oral reading.

16. Oral reading is becoming constantly more rapid and fluent, phrasing or more involved sentences easier, new vocabulary assimilated into new content without hesitancy and ability to analyze new words improving rapidly.

17. Ability to alphabetize is becoming rapid and many exercises in classification of words by blends should be used as background for dictionary work in Grade IV.

18. Ability to interpret simple maps, tables and graphs should receive beginning development here.

19. Ability to judge the appropriateness of materials for specific needs from oral and silent reading.

20. A growing ability to discriminate between major and minor ideas in selections read.

21. Ability to use and understand synonyms, antonyms, etc. in reading.

22. Ability to retain facts from materials read -- more abstract than the simple narrative of the previous grades...science readers, etc., which have more abstract presentation.

23. Ability to concentrate on longer units and to use will power in concentrated study for longer and longer periods of time.

Skills to be developed in Grade Two

1. More independent use of word recognition skills. Ability to know when they do or do not know words in the reading. To ask when they cannot solve the word through word analysis and context clues but to be aware that they should now attempt to solve new words themselves. Exercises to further this skill will be presented in the Grade Two manual.

2. A growing eye-voice span. A knowledge that proper phrasing helps the fluency of reading and that the eye should try to see ahead of where the voice is speaking in oral reading.

3. Speed gradually developing in silent reading. At this stage the silent reading should become slightly more rapid than the oral. Further instruction and use of silent reading for beginning power in study skills will be an important part of

the reading direction in this grade.

a. Reading to note details
b. Reading for specific information
c. Reading to get the main thought
d. Reading to follow directions
e. Reading to summarize the story for re-telling
f. Reading to add an original ending
g. Reading to write a short summary later

4. An increasing ability to read through the use of context clues.

5. Increasing ability in word analysis.

6. Ability to transfer word analysis to spelling and written recall.

7. Ability to solve new words independently in oral reading without breaking down in phrasing.

8. Ability to read smaller type and longer sentences with fluency.

9. Ability to read poetry aloud when the words are known.

10. Ability to read orally or silently and give evidence that thinking has been going on during the process through comments or questions.

11. Ability to concentrate on more abstract material than in grade one or such stories as simple science and social study stories as may be used at this level to pick the significant information needed. The beginning step in ability to choose relevant material and discriminate between major and minor points in reading material.

12. To use what ability each individual has to solve problems through reading at his level or growth.

13. Ability to further the use of recall, interpretation and discrimination in material read.

14. Ability to use his every-day experiences and associations to bring added interest and stimulation to the materials he reads.

15. Ability to overcome lip-reading, whispering, head movements and such mechanical mannerisms as often attend Grade 1 reading.

16. Ability to overcome regressive eye movements or repetitions as the eye-voice span grows.

17. Ability to use reading help in acquiring more knowledge concerning other school problems. Independent use of reading in relation to special assignments in the units and activities carried on in the classroom.

18. A growing power in the use of spelling and written recall.

19. Emphasis should be placed on correct enunciation, pronunciation and exercises to improve voice pitch for those children who need such.

20. A growing ability to relate words to concepts in reading.

21. More power in interpreting pictures, using every-day experiences to help with the printed material at hand, participating in plays and other activities of which reading is a part.

22. The beginning of a desire to take books home to read. Books from the classroom library which the teacher knows the child can read and enjoy should be supplied her as the preliminary step in the use of the public library and as a beginning in the development of permanent interest in reading.

Skills and Attitudes

Pre-Primer Skills

1. Understanding of language concepts as: run, hop, fly, over, under, above, below, etc.

2. Organizing and classifying concepts as:
    a. fruit, vegetables, birds, flowers, trees, etc.
    b. finer concepts of classifications as: dog, cats, horses, dresses, suits, books for difference in size and shape under one heading.

3. Continuance of exercises for left to right progression.

4. Continuance of more advanced exercises to increase the background in meanings and understandings (language enrichment for continuance of vocabulary growth for the experiences which will occur later in reading).

5. Improving a knowledge of use of simple sentences.

6. Provision for activities which will develop responsibility of memory (to precede real word recognition) - (memory games, visual and auditory discrimination exercises).

7. To develop skill in recognition of simple words through clues - rhymes, etc. To supply correct word, or find it on label in classroom as: chair, book.

8. Rhythm games to precede phrasing.

9. Puzzles for visual discrimination.

10. Coordination of eyes through gradually increasing ability to note fine shades of likeness and difference.

11. Auditory discrimination through special ear training exercise as in "Building Word Power."

12. Exercises for clear articulation, enunciation, and pronunciation. (Emphasis on speech defects--).

13. Interpretation of ideas through coloring and drawing.

14. Following directions which require some judgment and discrimination -- correct selection.

15. Exercises which increase mental abilities through selective discrimination:
    Which ending fits the story best?
    Which story shall we dramatize for this afternoon's assembly?

16. Care of books and ability to open and use them correctly.

17. Ability to find pages rapidly.

18. Ability to transfer words from charts and flash cards to pre-primer reading material.

19. Gradually developing sight vocabulary for pre-primer use in word recognition.

20. Ability to join words together in simple phrases in pre-primer style.

Skills to be developed at Primer-First Reader Level

1. Continuation of exercises used in pre-primer period. By now readiness skills should be well established.

2. Teaching of definite work in word analysis.... initial consonants, such blends as stated and recognition of special word parts as listed in our grade one grouping.

3. Recognition of all the letters in the alphabet by name in both upper and lower case form as "What is the first letter in came? Find it on the board."

4. Attention on individual needs in the phonetic program following special instructions for checking in the manual.

5. Increasing the preliminary sight vocabulary taught at the pre-primer level for rapid recognition.

6. Special exercises with words which commonly cause confusinn as: on, no; was, saw; horse,house; etc.

7. Ability to read by context clues or to extract appropriate words from the day's lesson to fit into the context.

8. Ability to transfer the new vocabulary learned to supplementary material or free reading.

9. Ability to browse around in new books at the child's level for pure enjoyment. Beginning of voluntary reading. Differs from above which is generally assigned by the teachers.

10. Ability to interpret through drawing pictures from oral reading the child has done or has heard other children do.

11. Ability to get new words which have not been taught independently in new reading materials. Continuing growth in word analysis.

12. Continuing growth in phrasing with a gradual approach to the turned line.

13. Constant emphasis on comprehension. Ability to read to answer questions presented before reading and which are listed on board.

14. Ability to read to re-tell later.

15. Exercises for speed -- classification by letter, by categories, etc.

16. Good beginning in ability to use silent reading independently. As a larger sight vocabulary is established the first graders can do more silent reading. Check tests should be used to discover whether child is doing more than look at pictures in books.

17. Wide extension of meaning vocabulary through new experiences which will help the child understand more new words set in their recognition vocabulary.

18. Constantly increasing powers of expression through dramatization, drawing, cutting, and other applied skills.